

K-12 Teachers—Impact of Having a Graduate Degree

Program description:

This analysis examines the impact on student test scores from having a teacher with a graduate degree, versus having a teacher without a graduate degree. On average, we find no difference in test scores for teachers with and without a graduate degree.

Typical age of primary program participant: N/A

Typical age of secondary program participant: N/A

Meta-Analysis of Program Effects

Outcomes Measured	Primary or Second-ary Partici-pant	No. of Effect Sizes	Unadjusted Effect Sizes (Random Effects Model)			Adjusted Effect Sizes and Standard Errors Used in the Benefit-Cost Analysis					
						First time ES is estimated			Second time ES is estimated		
			ES	SE	p-value	ES	SE	Age	ES	SE	Age
Test scores	P	29	0.00	0.00	0.00	0.00	0.00	11	0.00	0.00	17

Benefits and costs were not estimated.

Multiplicative Adjustments Applied to the Meta-Analysis

Type of Adjustment	Multiplier
1- Less well-implemented comparison group or observational study, with some covariates.	1.00
2- Well-implemented comparison group design, often with many statistical controls.	1.00
3- Well-done observational study with many statistical controls (e.g., instrumental variables).	1.00
4- Random assignment, with some implementation issues.	1.00
5- Well-done random assignment study.	1.00
Program developer = researcher	0.5
Unusual (not "real-world") setting	0.5
Weak measurement used	0.5

Studies Used in the Meta-Analysis

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